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A. E. WINSHIP and A. W. BELDING, EDITORS

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EDITORIALS

Education in 1927

It requires no special foresight to appreciate that the year 1927 will have greater educational significance than any year has had.

Anyone who enjoys sitting on the tail of progress and shouting "whoa" will be more uncomfortable than he has ever been.

Any one who enjoys having organization machinery to wind up and set a-going will get caught in the whirling belting and his remains will be picked up and sent to the sausage grinder.

This will be as true of the educator as of the politician, the churchman, the trade unionist, and the tradesman.

The man who has a scheme to get rich quick by trading a thing in his left hand with a thing in his right hand, back and forth, and estimating his profits by the speed with which he can shift from one hand to the other, will be no better off in sleight-of-hand professional trickery than in real estate or stock jobbery.

There will be a lot of fun educationally for those who get the educational rhythm of 1927, but there will be humiliation for any one who thinks he can get people to applaud an educational long meter doxology when children are singing playful melodies.

The educator with professional rickets will be no better off when the "spirit of 1927" is capitalized than the man who has creeping paralysis and is losing power of locomotion steadily.

All the advice we have to give as we stand on the threshold of 1927 is to let some one else do the speculating, but don't nurse investments that are no longer alive.

Boston University has the largest enrollment of any institution of higher learning in New England with the smallest endowment per student.

Simplified spelling practically died on December 14, 1906, when President Roosevelt withdrew his simplified spelling order to the public printer, and thereafter all documents from the executive department were printed in the traditional spelling.

City Press and Schools

THE daily press is of high importance in the modernizing of any school system, and too much importance cannot be given to securing the intelligent, loyal support thereof in any campaign for progress.

One of the most successful city superintendents we know has had exceptional success in a city of less than 200,000 population that had three important daily papers. When he is about to inaugurate any change in which the public is likely to be greatly interested he calls upon the editor-in-chief of each daily paper and explains the proposed plan, saying that if the editor cannot support the change heartily it will not be proposed. Lukewarmness on the part of one paper prevents consideration of the program.

When the superintendent refused to proceed with any plan he merely said: "We cannot have the support of the papers," not mentioning the paper that hesitated. It is needless to say that every paper was asked by many of its readers if it was the objector, and without exception, if the proposition had high merit the editor ultimately yielded to public demand. It could not be discussed because it was in no sense before the School Board or any one else, and the fact that the superintendent had frankly discussed with the editor he was bound by the law of courtesy not to deal with it because it was not under consideration.

At first editors resented this attempt to secure the unanimity of the press. Editors said that their business required the creation of factions, that nothing promoted circulation like a community fight over some school proposition, but it was only a question of time when the press learned that there would be nothing to fight if they persisted in standing out against the support of any and every suggestion of the superintendent. Today when any proposition is launched it is sure to have the ardent support of the entire city press.

Vice-President Charles G. Dawes on December 10 was awarded a Nobel Prize in recognition of his service in the promotion of Peace by stretching a helping hand to Germany when the darkness was thickest, providing the "Dawes Plan," permitting Germany to rehabilitate her finances and commence payment of reparations.

Eliminating Bolshevism

IN A CITY of fewer than half a million population there was serious public disturbance over the Bolshevism in the school department. There were two principals who were vociferously anti-conventional on every question. A new superintendent faced this problem, over which there was intense excitement. He was expected to be heroic in his action in the matter. Instead of taking any action, he said: "No harm can result except by those who give any attention to these men." Immediately everyone was dividing people into those who listened to these propagandists and those who did not. Little by little those who paid any attention to them began to fade away, until they flocked by themselves, and one of these vociferous propagandists died, and the other withdrew from the teaching profession, which had become uncongenial, and today no one can get a chance to plant a Bolshevistic seed anywhere in the force, and the superintendent has never made any reference thereto.

As every one expected, Los Angeles County leads the world. The population is 1,700,000. The total valuation is $7,500,000,000, which is $4,285.71 the average wealth of the county.

Pastorate vs. Presidency

SO FAR as appears upon the surface the college presidency is more tempting than the pastorate to non-nationalized clergymen, but the decision of Rev. Henry C. Rogers to decline the presidency of his alma mater, Centre College, Danville, Kentucky, and remain as pastor of the Linwood Boulevard Presbyterian Church, Kansas City, Missouri, is interesting in several ways, not so much because of his decision as because of the effect of the offer of the presidency upon a Presbyterian of Kansas City, Missouri.

A gift of $50,000 toward a Church Home for employed women by a member of another Presbyterian Church in the city conditioned upon the decision of Dr. Rogers to decline the college presidency and remain with Linwood Boulevard Church, induced Dr. Rogers to decline the presidency of Centre College.

Fortunately no other Presbyterian made a gift of $75,000 to Centre College conditioned upon the acceptance of the presidency by Dr. Rogers.

There seems to be nothing so sacred that a man with a surplus of $50,000 and more cannot use his surplus to promote his preferences. It is certainly an interesting time for even a religionist to have a comfortable surplus in the bank.

President Louis B. Hopkins, recently installed as president of Wabash College, Crawfordsville, Indiana, with the installation address by his brother, Ernest M. Hopkins, president of Dartmouth, was an unparalleled appearance of two brothers on an academic occasion.

Lynn Appreciates Service

LYNN, Massachusetts, combines in an exceptionally interesting way the rich spirit of the conventional with the pace of progress. The city is intensely industrial and proudly historic. The schools partake of both loyalty to the past and devotion to the future, all of which was demonstrated when four teachers and the janitor of the Coburn School completed a quarter of a century service in the same school. While it was primarily a reunion of the men and women who appreciated their teachers and the faithful service of a cheerful janitor it was also an occasion for school officials and other citizens to enjoy the greetings of the evening.

Kate V. Wofford's Victory

THE most remarkable victory educationally in any primary was the renomination of Kate V. Wofford of Laurens, South Carolina, as county superintendent. She is the only woman ever elected to any important educational public school administrative position, and she is the most outspoken crusader for everything modern of any public school official in the state, and this year in South Carolina as in some other Southern States there was intense opposition to any emphasis on modernism. This opposition was ardently organized against Miss Wofford, which gives her renomination high national significance.

Seniors at Knox College, Galesburg, Illinois, and other students who win "A" mark may go to class only when they wish to go.

A Montana Study

MONTANA is to have a second State Teachers College located at Billings. The location was determined by a study made by a commission of which George H. Bloch of Ellensburg, Washington, was chairman. His associates were Frank E. Baker of Milwaukee and C. H. Fisher of Bellingham. The decision of this commission was accepted by the State Board of Education. The rivalry of cities that desired the new school was highly complimentary to the desirability of a State College in a city. Billings is one of the most enterprising cities between Minneapolis and Spokane, and it is especially prominent in civic, industrial, commercial, cultural and social interests.

Christian fellowship is nobly exemplified when John D. Rockefeller, a national Baptist layman, contributes $50,000 to the drive for four million dollars for the Jewish Philanthropic Societies.

Prison Figures

THERE is a way to use figures to make them look vicious. The figures of Sing Sing Prison are being so used by those who want to prove from them that the high schools are crime producers.

There are 7,452 prisoners in Sing Sing. Of these 136 who entered the prison are high school graduates. That is, less than two in one hundred of the 7,452 who were admitted last year had a high school education. Seven hundred and seven of the 7,452 had a fifth-grade education. That is, fewer than one in ten had a fifth-grade education.

Since everyone must be in school until fourteen years of age, which means more than a fifth-grade education, no one could fail to have had a fifth-grade education if he is now under eighteen years of age. There is nothing in the figures about the 7,452 persons in Sing Sing that can be construed into a criticism of the schools.

The Superior Court of California has ruled that a city Board of Education has no right to dismiss a teacher without a public hearing if the teacher has attained permanent tenure. This is the ruling on the case of a teacher in Los Angeles.

Platoon Demonstration

ONE of the main features of the Dallas meeting of the Department of Superintendence will be the demonstration of platoon efficiency in the thirty-four cities in which it is satisfactorily established. The various programs are the making of Dr. William M. Davidson of Pittsburgh, Pa. The leading speakers will be Superintendents W. L. Stephens, Long Beach, California; C. E. Rose, Tucson, Arizona; Charles A. Rice, Portland, Oregon, and John G. Rossman, assistant superintendent of schools, Gary, Indiana; and Rose Phillips, director of the platoon schools of Detroit.

Committee reports will be by Superintendent C. B. Glenn, Birmingham; Superintendent S. O. Hartwell, St. Paul; Mildred Harter, Gary; W. F. Kennedy, Pittsburgh, Pa.; Assistant Superintendent L. Frazer Banks, Birmingham; Martha Pritchard, Detroit; Will Earhart, Pittsburgh, Pa.; Superintendent David A. Ward, Wilmington, Del.; and G. E. Wulfin, Gary.

The assigned after-dinner speakers are: U. S. Commissioner J. J. Tigert, Superintendent N. R. Grozier, Dallas; Superintendent John D. Loper, Phoenix; Superintendent Milton C. Potter, Milwaukee; Superintendent Frank Cody, Detroit; and A. E. Winship.

Belding's Page

HIGHER SAFETY

SAFETY is a subject demanding much emphasis in the schools. Not by any means a new subject—for self-preservation from the dangers that surrounded them on all sides was the one thing the earliest humans must have taught their offspring. Even the lower animals teach safety.

For a brief period between the subsidence of frontier perils and the coming of the machine age, the teaching of safety halted. Now it has been resumed, perforce.

There is need of advanced as well as elementary teaching with regard to safety. In the elementary instruction the pupil will learn how to cross the street without being run over. He will learn many points about preserving his body from destruction by the mechanisms which the inventive genius of man has placed athwart his path.

Advanced instruction in safety will be aimed at teaching the child or youth how to avoid the moral and spiritual deadening which those same mechanisms have brought with them. Automobiles, radio, the movies—jointly and severally are exerting an overpowering influence upon every one of us. They are here. We cannot escape the effects of their presence if we would.

Teachers first must learn for themselves, and then teach to their students, the ways of preventing soul fatalities as well as bodily ones from mankind's ingenious boomerangs.

TWO TYPES OF TEACHER

I HAVE in mind two teachers. The first of them makes a study a grind. She pushes her pupils to the limit, with hard lessons, and she demands unremitting toil. She regards schooling as a preparation for life. She wants her pupils to be ready, when the time comes that their little bark must set sail by itself, to weather the gales.

The second teacher who rises before me is quite the opposite of the first. Her whole effort is devoted to making lessons agreeable. Study must be turned into play to have any place in her classroom. She thinks of school days as needing to be made agreeable—a sort of playtime. Attendance upon her classes is like one long recess. Children have a wonderful time. They live and are happy in the present. As for acquiring strength to meet the really difficult things of later life—her pupils must look elsewhere for this.

The first teacher needs to be told that school is not only a preparation for life but an important part of life. Hence the child is entitled to a large measure of joy while in the act of learning.

The second teacher needs to be told that school is not only a part of life, and therefore entitled to be a happy period, but a needful preparation for life, in which one needs to know much and to have achieved a degree of self-mastery.

Teachers of either type might well strive to become a little more like the other type.

WHO IS RESPONSIBLE?

NOT all the responsibility for education can be piled upon the schools. They willingly shoulder a large part of it. Year by year they accept an increasing share. This is because other factors, such as the home, the church, the press, the motion picture, and other important agencies fail to measure up.

In the final analysis, who should be held accountable anyway?

This question is somewhat like that about the hen and the egg. Which of the two was first?

If the home is frequently a failure, one may easily lay the blame at the door of the school, the church, or any other influence of the past generation.

But the school, likewise, is a creation of the times. It, in turn, is capable of rising only a little higher than its source—the minds and hearts and consciences of the public.

Some one has rightly described the educational process as one in which the community strives to lift itself by its own bootstraps. A tremendous amount of tugging is required to effect much of a lift.

Only as individuals who have caught a vision of better things remain true to that vision—whether they be school men and women, or parents, or religious leaders, or newspaper men, or workers in the arts, or toilers with hand or brain—only as each and all accept and acknowledge a duty to make the world saner and better, will progress be accelerated.

Anson W. Belding

Associate Editor.

Functions of the Principal

By C. V. COMPTON
New York City

THE functions of the principal may be classified under three heads: (1) clerical, (2) managerial, and (3) supervisory. Observation and experience coupled with careful investigation indicate that the principal is spending too much time on the first and second functions and too little on the third and the most important.

The above statement may be explanatory why the "Faculty Meetings" do not receive more attention on the part of the principal. If an investigation was conducted no doubt we would find the reason in many cases to be the lack of time on the part of the principal to find the worthwhile things which should be brought out at the faculty meeting, as at the present time most all principals are trained in the technique of conducting stimulating faculty meetings. It is my contention that it is not the fault of the teaching corps as they are usually willing to attend faculty meetings when they are well planned with a definite goal as the aim of the meeting. The majority of teachers are desirous of educational growth. They will always respond educationally if they are approached in the right manner. The secret of accomplishing worthwhile things at the meeting is in arousing the interest of the teachers and in letting them know that they are a vital part of the school system with contributions to make and responsibilities to perform. Issuing bulletins, posting notices, and writing notes will not mould the faculty into a live united spirit working toward a definite goal.

After a thorough survey of the field we find a real need of the faculty meeting in: (1) the questions asked by the teachers; (2) the changing conditions in the morale of the faculty from what they are to what they should be; (3) making the superior teaching of one the knowledge of all; (4) making the faculty meeting the clearing house through which good ideas and methods may be promoted, and poor methods may be eliminated; (5) interpreting the curriculum so that the pupil may have the opportunity of finding himself, his elements of strength, his tendencies—thus to be fitted into society where he may render the most good to himself and to society; and (6) inspiring teachers to discover and to develop the supernormal children.

In his school the principal will always have at least two types of teachers: (1) the new, those fresh from normal school or college; (2) those older in the service. For the former, "the faculty meetings" interpret the curriculum so that they may see their educational theories realized in practice—or may have some of their theories shattered. To the more experienced teachers "the meeting" must give often a new vision—even to those teachers who are the most efficient and progressive in the corps. These older teachers must drink from the educational fountain of youth and be sprinkled with the perfume of modern theory and practice—nay, some must be born again. The only salvation for carrying on the new order of education is by inspiring faculty meetings. The meeting must never become a place of fault-finding or complaining about pupils, parents, or teachers. It must be a place of inspiring teachers to do more and better teaching when more and better work is called for. You cannot drive anyone into greatness or goodness.

The following suggestions are worthy of careful consideration by the young principal and of reflection by those older in experience:—

1. Avoid trying to do too much at one meeting.
2. Do not do all the work yourself.
3. Select a comfortable room for the meeting.
4. Get all the teachers into the discussion.
5. Do not hold the meeting too long.
6. Permit interruptions—even invite them.
7. Expect all to be present—do not wait on tardy ones.
8. Keep the meeting well timed and well balanced.
9. Announce some of the topics for the next meeting.
10. Make a summary of the meeting.

During the school year the faculty meeting should deal with the following three divisions if the principal is functioning properly:—

(a) Administration of school routine.
(b) Review of the fundamental principles of education (the same objectives, aims, and attitudes dominating principal and teachers).
(c) Study of the new movement in education.

The first meeting or two of the year should deal with naturally the first type, and should deal with such matters as these:—

1. Plan of the organization of school.
2. Specific duties and assignment of teachers.

3. Pupils passing in halls to and from classes.
4. The arrival and departure of teachers.
5. Management of study hall—library—assignment of pupils.
6. Reports which are to be made to principal, records to be kept.
7. System of grading, marking, tests.
8. Attendance and method of discipline.
9. School traditions and standards explained.
10. At this meeting insist on accuracy in all clerical work, promptness in making reports, prompt and hearty compliance with all regulations.

After getting out of the way the matter pertaining to school routine except what should be dealt with in bulletins and conferences, the study of the fundamental principles of education should take up about two faculty meetings, dealing with some of the following topics:—

1. Review two or three of the best books for objectives in education.
2. Discussion of some of the leading articles in the professional magazines.
3. General principles to be used as guides in curriculum making.

After having these meetings devoted to school routine and the underlying principles of education, the newer movements in education should be taken up. The following are worthy of study and consideration for the remainder of the year:—

1. Homogeneous grouping of pupils.
2. Directed study with a lengthened school day.
3. The Dalton Plan, Winnetka Plan, Platoon System, Cambridge Plan, Pueblo Plan, Trinidad Plan, etc.
4. Socializing the recitation.
5. The Junior High School at work.
6. Extra-curricular activities, as Mathematics Club, Latin Club, Debating Society, R. O. T. C., Dramatic Club, Glee Club, Student Council, school news, athletics, social functions, and many other activities. These activities should be evaluated and policies formed for their guidance.

While all these meetings are taking place the wise principal will do the following things:—

(a) Keep his community informed about the new movements.

(b) Not to try to do too many things at once, one new movement at a time is enough.

(c) Get each teacher interested in the project.

While the writer was principal of the Austin Junior High School, El Paso, Texas, the faculty meeting was originated on such a plan. The faculty during the fall term of 1924 studied homogeneous grouping. Intense interest was aroused among the teachers on this subject. A comprehensive study was made, books and magazine articles were read with enthusiasm, the cities that had mental testing and grouping were carefully scrutinized. At mid-term the faculty classified the entire school of 1,000 pupils by Otis's classification tests with a reclassification of the misfits by individual tests. In each high and low grade six sections were formed. For the higher I. Q.'s an enriched course was given, for those that needed special attention coaching periods were provided, and for the weaker pupils only the minimum essentials were required and in some cases these weaker older pupils were given only certain vocational subjects. At the close of the first term not one of the teachers or any of the parents would think of returning to the traditional method of conducting the organization.

During the second semester we took up the study of the lengthened recitation period. After several weeks of work in research by the entire faculty, the period was made seventy minutes in length divided about as follows: Thirty minutes recitation work either oral or written, ten minutes assigning the next day's problem, pointing out the objectives and where additional material may be had, and then the last thirty minutes for working out the assignment. This work period was a very busy period for the teachers in directing the pupils, teaching them how to study. This plan was found to be valuable to the pupil in the economical use of time as to : (1) accuracy and speed in finding material; (2) ability to evaluate, and to retain worthwhile knowledge found; (3) increase the ability to imagine the situation as given in the printed page; (4) the desire and the ability to use reference books. The pupils took on new life, they became more interested in school and school activities. The conception of education was materially broadened for the Austin High patrons. It insured personal efficiency, and enabled the pupils to take their places in society that their capacities warranted and their social outlook demanded.

Any refinement of a program of character training must rest primarily upon a program of health education which will lay stress upon habit formation. Likewise a character program must include subjects that will give opportunity for expression such as music and art.

—Francis W. Kirkham, Granite District, Salt Lake City.

Leisure and Life

By RABBI SILVER

THE church is interested in leisure because it knows that no culture, no civilization, no spiritual religion, is possible without leisure. A farming community, for example, which is compelled to wrestle continually with an ungenerous soil and spend all its energy upon that one task, will never produce a high type of culture or civilization or a spiritual religion.

The same is true of an industrial community. For culture requires leisure. Civilization requires time for mental adventure in undiscovered continents of glory. And a truly spiritual religion requires time for meditation, for the calm contemplation of life's profundities. The Kingdom does not come with haste.

Leisure may destroy society, even as it may save it. Leisure makes possible idleness and moral indolence, which in turn may beget vice and corruption.

For industry, by itself, exerts a certain discipline upon men; industry exercises a certain control upon individuals; industry makes necessary a certain number of laudable virtues which are indispensable in business and also indispensable in the larger social life. But leisure does not automatically exercise any such discipline or control. It takes initiative, it takes a definite effort of the will, for a man to make up his mind to use leisure recreatively, purposefully, wisely, rather than using it wastefully and harmfully.

There seems to have set in a complete breakdown in the moral tone of the American people —in the moral fibre of our race. Old standards have broken down and new standards have not yet been established. Now in this decadence—for it is a decadence—I am not at all pessimistic. I have confidence in the inner soundness of the American soul, and I am confident that a reaction, and a very vigorous reaction, will soon set in. But under these conditions our youth is raised, and it is not at all surprising that many of them are broken, morally, before they reach the years of discretion and maturity.

This is an age of specialization. Now, as far as earning a living is concerned, specialization is a tremendous help. As far as earning a life is concerned, specialization is the greatest menace. For a man is more than a job, and life is more than a living. We need, in society today, more of creative amateurs. By amateur I mean a man who pursues an object, not because he is driven to it by an economic urge, not out of necessity, but out of a sheer love for it. Now, the American business man is professional, completely and perfectly. He is nothing else, in his business. He is keen, alert, energetic, enterprising, full of initiative, full of daring. In his leisure he is a dull, drab, stodgy, uninteresting individual.

The American business man has one life—and a man should have more than one life and more than one world in which to live. The American business man comes to his home to eat, to sleep. That beautiful art of home-building, that spiritual home, that home that is fashioned out of the delicate strands of associations—companionship and mind and spirit and memory, and associations—that home is becoming an antiquated institution in our life today. We haven't the energy to see through this marvelous experiment of home-building. We come home, frazzled and worn, spiritually, mentally, physically exhausted. We go to our clubs, not for recreation, not to re-create ourselves—but we go to our clubs to smoke or to play cards or to exchange some trivial banalities over a cloud of smoke.

We bring to our theatre—what? Nothing. No stimulation. We demand nothing of our theatres. And so our theatres give us nothing but glitter and a sharp relish for our jaded palates.

I recall a friend of mine who started out in life heroically, splendidly equipped, generously endowed by nature with an agile mind, a keen intellect, a sensitive soul. And men prophesied wonderful things for him. He loved books, he loved music, he had a host of friends, his interests were various—he was developing into a well-rounded human being.

But early in life he was caught up by that competitive passion which is the dominant key of our national symphony, if you choose. He became obsessed with the idea that he must succeed. And by success he meant material success in his chosen business calling. He

"This is an age of specializing. Now, as far as earning a living is concerned, specialization is a tremendous help. As far as earning a life is concerned, specialization is the greatest menace. For a man is more than a job, and life today is more than a living."

determined to apply himself, every inch of him, every ounce of that energy of his, to that one task—to succeed, to rise, to get to the top, to be master, to dominate.

He did. He brought all his fine equipment to play upon that one job, and he succeeded. But in the process of getting there he had no time for his books and his music and his friends.

Success is an exacting tyrant. It tolerates no double or manifold allegiance. He lost contact with the world without. He raced through life as if life were a race and the only thing worth while in life was the goal that a man must reach.

He didn't have time to pause and look about him and see the world and admire the handiwork of God. He didn't have time to live an eternity in every moment, as we can do if so we will. But he raced through life. And he arrived at that pinnacle, that mountain height of success, a triumph—an acclaimed triumph. But no one knew as much as he himself what a terrible tragedy he had made out of his life. He arrived, a starved, stunted, ingrown personality, emptied of content, a well-tooled, sharpened and seasoned instrument of acquisition—but nothing else.

He had failed as a man, even as he succeeded as a business man. And he spent the remaining years of his life nursing that health which he had wasted, squandered as a spendthrift. And I knew what darkness was in his soul and what thoughts were passing through his mind.

There is another, a finer and a sweeter way to live, and that is the message, I believe, which the church, in its authority, backed by its marvelous tradition of human service, can hold before the eyes of men—a finer and a sweeter way of living. A man should work, of course, and should work hard to establish himself, to provide for himself and for his family. But a man should never permit himself so to consume himself that he will have nothing left of himself for other things in life; should not be victimized by the stupid competitive passion of our day and spend himself in pursuit of aggrandizement of more and more acquisition of those things which will bless neither himself nor his offspring.

But he will pre-empt time for himself. He will have leisure hours and they will be many, for self-cultivation, for self-expression, for self-realization, for meditation. He will have time and energy for creative amateurishness, if you will. And it is creative amateurishness which brings all the romance and the glow and the zest and the splendor of imperishable youth into our lives. It is the things we do because we love to do them, and not because we have to do them, that are the real relish and beauty and lift of our mortal days.

I said that a man should have more than one world in which to live—because that world may crumble some day, or you may never realize that world at all. And then what? You are left bereft. You have no other worlds to which to retire and in which to find peace and rest. A man should have more than one citadel, so if one fails there will be others into which a man may retire.

Heretofore, the successful man of wealth dominated and monopolized our reverence and our admiration. Fortunately, things have changed, and considerably. We are becoming more discriminating. But, by and large, it is the man of affairs, the man who achieved things, that can be seen and gauged and measured in terms of shekels, in terms of coins current among the tradesmen.

It was that man who was the arbiter of elegance, the authority, the exemplar of youth. In no country in the world is so much reverence paid to mere monetary success as in our land. And in no country is the lot of the man who fails in that one thing so pathetic as in our land. A man may be a wonderfully well-rounded human being, a cultured individual, with fine aptitudes, a mind filled with accumulated wisdom and a soul filled with accumulated goodness—but just because he failed in his business or his profession he must hover pathetically on the fringes of popular approval.

Why, Europe is filled with these amateurs, and they are the salt of the earth. They are the substance and the strength of the civilization. They *are* civilization.

The church, in its emphasis on spiritual rather than on material qualities, ought to teach men, first, to prepare themselves for the role of amateur in life; and, secondly, to revere such men in society. The church ought to teach us that God created man, not the business man, and not the book man, and not the professional man, not the jobified man, not the grooved and the routined man—but God created man capable of a thousand interests and aspirations and yearnings, and He breathed into him the spirit of life, the spirit of the unquenchable and aspiring life, the spirit of adventure, the spirit of seeking and searching for new beauty and new goodness in the world.

God places within our souls dreams and yearnings. God sets before us visions. And we can't realize our dreams, and we can't pursue our visions, and we can't set out upon this marvelous pilgrimage, which is human life, unless we have time, unless we quite deliberately and by an act of the will say to ourselves: "So far I shall go in my pursuit of the things of life, and no further. Beyond that, I am a free man, a child of God. Beyond that, I have a

soul and I must give unto it time and energy and interest."

The time has definitely come in our national life when a new spirit ought to be talked and made regnant—that pioneering age, that age of exploitation of our continental wealth which demanded of us all of our energies and all of our thought, has passed and should be over.

Now let us begin to build the American civilization, the American culture, which has marvelous promise—if so we will.

Pupil Adjustment

By LOTUS D. COFFMAN

President, University of Minnesota

CHANGES transforming practice are occurring with startling rapidity in the field of education. New practices arise out of the failure of old practices to work in a new or modified situation. They also arise out of new knowledge—knowledge acquired by carefully planned observations or by scientifically conducted investigations. Dissatisfaction with an existing order of things is one of the primary causes of change and of progress; the human passion for improvement and to discover new truth also accounts for change and for progress. Both of the forces are at work in the field of education. Wherever one turns, he finds a demand for a re-definition and a re-evaluation of the aims of education; he finds an almost universal demand for a rewriting of the curriculum; and he finds technically trained scholars patiently and methodically applying the instruments and technique of science to numerous unsolved problems in the field of education. Never was greater progress being made in education than now, with the result that the schoolmaster who fails to keep himself familiar with the educational literature finds himself out of step in less than a decade. Discouraging as this may be for the indolent, it nevertheless is the most fortunate thing that has ever happened to education.

In no aspect of education has greater or more important progress been made than in that of educational diagnosis. The younger generation of school teachers can scarcely appreciate what this statement really means or implies. A generation ago we sought the safe and easy way of administering the schools. We tried very hard to devise a curriculum which all were expected to master alike. A few heretics permitted some deviation from the common curriculum, but they were heretics. There was one standard of discipline, and all were required to conform to it. The teacher's or the principal's success depended upon his ability to govern. The one thing he feared was the criticism of partiality in governing his students. The only record that was kept of the pupil was the record of his success or failure in his studies. The best guess as to a pupil's ability was the opinion of his parents unless, perhaps, the pupil was fortunate enough to have a particularly capable and discriminating teacher. Pupils were promoted from one grade to the next on the basis of size, the time they had been in a given room, the number of seats in the next room, as well as their ability to do the work of the next higher grade.

More recently we have awakened to the significance of an important fact. It is the fact that human nature is variable, that individuals differ from one another as to their mental, as well as to their physical qualities. Hitherto we have attempted to fit the educational program to the common qualities of human nature; now we are giving due consideration to the differences in human nature. We have learned that methods of instruction must be as variable as individual differences, that they will not stay fixed or put. We have learned that the materials of instruction must be constantly modified, readjusted and reinterpreted to fit the needs of changing childhood and the demands of a progressive society.

Then, too, the philosophical point which formerly guided our thinking has been largely superseded by a psychological point of view. While we are still interested in and still believe that things and facts must be shown in their logical relationships, we have learned that the natural order of learning is not devoid of logical relationships. Psychology has not only devoted itself to the study of the learning process; it has devised a new technique for analyzing mental differences and diagnosing mental problems.

The methods of student diagnosis have been derived partly from a number of other cooperating fields. Medicine and social science, particularly in the guise of the social worker,

the health nurse, and the visiting teacher, have come forward with significant contributions.

It has been found that a child in school cannot and should not be considered with reference to his intellect alone. He must be considered as a personality. Every quality or characteristic that he possesses, whether it be mental or physical, every hereditary influence to which he is subject, and every environmental relationship that he establishes, these, all of them, including every stimulus and every impulse he experiences, enter into the composition of personality. No one knows how to separate all of these factors and influences, but remarkable progress has been made in dealing with many of the major ones.

Now the scientifically trained educator calls to his aid the doctor, the dentist, the social worker, the psychologist, the statistician, the parent, and the teacher to help him to study and understand the child. Children have themselves become objects of profound study. Their strengths and weaknesses, as well as the causes of their strengths and weaknesses, are sought after. The record in the office of the principal is no longer a mere record of the grades made in mathematics, English, or history. It shows whether a given child is above or below normal height and normal weight; what his intelligence rating is; what his emotional characteristics are; what his achievement on the various educational scales is; what his health habits are. Running comments from the teachers on the more intimate and personal qualities of the student are also of record.

The student who shows unusual qualities is as much an object of special attention as is the student who is having difficulty. The student in difficulty is not unceremoniously sent home, branded with failure. He has become a challenge to the teacher and the principal. He has become a prospect of unknown value. All of the insight, intelligence, experience and science which the principal and his corps of co-workers can summon, is concentrated upon the study of the special case. And the rewards have justified the effort, for it has been discovered that many of those who were thought to be incapable of doing satisfactory work were really not victims of mental incompetency, but on the contrary were victims of some physical disorder, of bad teaching, of some emotional maladjustment, or unfortunate home conditions, or of some other circumstance beyond their immediate control.

The study of "cases" and the application of experimental remedial measures is far more difficult than anything we did a generation ago, but it is also far more inviting. It means that the business of being a teacher or a principal has acquired a new dignity and with that dignity there is being born a new prestige, a prestige that comes from the mastery and use of science.

[Introduction to "Pupil Adjustment in Junior and Senior High Schools." By William Claude Reavis, Ph.D. New York: D. C. Heath and Company.]

No Place to Think

BY HAROLD BARNES

Head resting on his hand he sat,
  Oblivious to time and place,
His thoughts a thousand miles from school,
  His brown eyes gazing into space.

"Arthur," the teacher sharply called
  And roused him from his fairy gleams,
Back to the sordid things of life,
  Back from the land of boyhood dreams.

"What are you doing, sitting there
  And wasting all this precious time?"
"I's just a thinkin'," quoth the lad,
  Who thought to think was not a crime.

"This isn't any place to think,"
  Replied the teacher with a frown.
"Take out your books and get to work
  And study or you'll be left down."

'Tis hard to journey from the land
  Of boyhood dreams where there is dearth
Of books and work and common things.
  But Arthur slowly came to earth.

Like one bereft of paradise,
  He sat subdued with downcast look,
Till, rousing from his reverie,
  He sought the lesson in his book.

O youthful days! O roseate dreams!
  O visions grand that seem to link
The soul of boyhood to the stars!
  Shall youth just study? Or *"just think"?*

State-Wide Associations

School people are organized a little more widely than any other professional group of whom we know. Here is a list of State-wide Educational Associations in California:—

Academy of Sciences.
Adult Education Association.
Association of Agricultural Teachers.
Association of English Teachers.
Conference of Social Work.
Congress of Parents and Teachers.
Creative Education Association.
Drama Teachers Association.
Educational Research and Guidance Association.
High School Principals Association.
Home Economics Association.
Kindergarten-Primary Association.
Kindergarten-Primary Council of the West.
Library Association.
Music Teachers Association.
Pacific Division of American Association for the Advancement of Science.
Primary Council.
Public School Music Association.
Public School Protective Association.
Scholarship Federation.
Society for the Study of Secondary Education.
Speech Arts Association.
State Federation of Teachers.
Vocational Educational Federation.

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Constant talking, stuffy class rooms, chalk dust and nervous tension—no wonder so many teachers suffer from hoarseness, coughs and colds—

Naturally, Luden's have become the "teachers' pet" in many schools.

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ANOTHER TEACHER SAYS:—"I check coughing in class by giving the coughers a Luden's."

(Original letters on file)

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List Price, $1.00 each.

SENIOR HIGH SCHOOL: *The New Rational Typewriting, 1927 Edition.* (Two-semester course.) Keyboard Technique, Speed Development, Business Correspondence Forms, Manuscript Forms, Billing and Statistical Problems, Law and Business Papers.
List Price, $1.20.

The New Rational Typewriting, Parts III-VI. A one-semester intermediate course intended to articulate with Adams' Junior Typewriting or Junior Rational. Content: Business Correspondence Forms, Billing and Statistical, Law and Business Papers. List Price, 80 cents.

BUSINESS SCHOOLS: *The New Rational Typewriting, Intensive Course.* Complete course designed for four months' work where two periods a day are devoted to typing. Content: Intensive studies, adapted to the business school organization, of the Keyboard Technique, Speed Development, Business Letter Forms, Manuscript Forms of the Rational series, plus an introduction to advanced projects, with ample laboratory problems to develop typing power. List Price, $1.20

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The New Rational Books mark, we believe, the greatest strides in the science of teaching typewriting that have been made since the introduction of the touch method. They present features never before incorporated in a typing textbook. Since the first Rational was published, it has been a leader in the educational presentation of the subject. The New Rational simple carries it into an area of greater achievement.

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Personal and Professional

DR. GEORGE WILLIAM HUNTER, professor of biology in Knox College, Galesburg, Illinois, is in front rank in knowledge of biological science, and in the art of presenting the wealth of his scientific resources so as to make the study of biology fascinating to any student in his "New Civic Biology Presented in Problems" (American Book Company) is almost limitless in information, most illuminating in illustrations, and uses every pedagogical art in simplifying and magnifying the practical value of every fact.

—

HAROLD W. FAIRBANKS, Ph.D., the well-known teacher of geographical subjects and author of a number of geographies which are developed according to the problem method, is now on a tour of research and study through Southern Asia and India. Dr. Fairbanks is a resident of Glendale, California. Among the texts he has written is "California," a book recently adopted by the State Board of Education for use in the schools of the state. The Harr Wagner Publishing Company has announced that Dr. Fairbanks' most recent works, "South America" and "North America," will soon be off the press. The author checked up on his material in the former book by taking a trip to South America last year.

—

HENRY T. MOORE, president of Skidmore College, Saratoga, has made a brilliant introduction to his presidential career by closing up the campaign for the $400,000 endowment fund. He is a native of North Carolina, has master's degrees earned at the Universities of Missouri and Yale, and a Doctorate of Philosophy earned at Harvard. He has been on the faculties of the Universities of Minnesota and Dartmouth.

—

WILL C. WOOD, re-elected state superintendent of California with no opposing candidate, an unusual honor, will propose an unprecedented number of educational bills at this session of the legislature, among them provision for having children enter school at four years of age and remaining until the third college year. Dr. Wood will have a sympathetic legislature, and the retiring governor, Friend W. Richardson, and family are sailing around the world.

—

DONZELLA CROSS of Los Angeles, widely known from Chicago to California for her genius in interpreting musical masterpieces for children, has created a really wonderful book for magnifying and simplifying the story behind great musical masterpieces in thirty "Music Stories for Girls and Boys" (Ginn & Company).

HORACE H. MORSE, who has been a professor at Mt. Hermon School, East Northfield, Massachusetts, for twenty years, will enjoy six months' leave of absence. Professor and Mrs. Morse will sail for Europe on January 8, remaining until the opening of the 1927 term in September. Professor Morse is well known by his lectures on historic subjects in the Old South Church, Boston, on Lafayette, on Benjamin Franklin, John Quincy Adams, Charles Francis Adams, and John Hay. He has translated into English thirty previously unpublished letters written by Lafayette, and containing valuable historic information, that have recently been published by the Bostonian Society.

—

G. W. GERWIG, secretary of the Pittsburgh, Pennsylvania, Board of Education, after a trip around the world spoke at a conference of Near East workers. He said:—

"Overseas they say that where England has charge you find a custom house; France, railroads; Germany, arsenals; America, schoolhouses.

"In my trip around the world I have found that the American schools are the best human institutions that have been evolved for the uplift of humanity. The best missionary in the world is the American school teacher.

"The American approach is not a political approach. It does not have the conflicts of a religious approach. It is accepted and received gratefully and it works for good wherever I found it.

"I want to give you another side of it—the heart side. Across the Bosphorus in the stables of a hospital founded by Florence Nightingale we found in the mangers 200 child refugees, and I shall never forget the questioning look in the eyes of those children inquiring: 'What will America do for us?' Their plea was: 'Give us this day our daily bread.' The dispatches that day contained the news that America was considering seriously holding 100,000,000 bushels of wheat in order to stimulate the price. We have a suspicion that there could be a better use for that wheat.

"The Turkish soldiers wore old drab shirts. At the end of the war we sold our drab shirts to France. France sold them to the Turks, and the Turks wore them when killing the Armenians. The shirts that we bought with our Liberty bonds! Another uniform and one that warmed the cockles of my heart was that of the Boy Scouts sent over by our boys—the uniforms that have made our Boy Scouts so effectively known."

Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

All Deeds Bear Fruit

A LITTLE girl one day planted a tulip bulb in a corner of her father's garden. During the winter she died, but the next spring the bulb sent up a beautiful crimson flower to beautify the earth.

A little boy once saved another boy from drowning. He never even asked the boy his name, so never knew when he grew up to be a famous man, finally taking the oath of office as President of his country.

A poor immigrant came to New York in the very early days and bought a piece of land on a desolate beach quite far away from the settlement. Today that beach is covered with tall buildings and worth hundreds of millions of dollars.

A poor man was experimenting with some crude rubber which he had mixed with sulphur. He accidentally dropped some of the mixture on the kitchen stove. Today every automobile tire, every raincoat, every piece of hose, as well as thousands of other useful articles that are needed in every home are made possible on account of that accident.

On the other hand a little girl carelessly threw a lighted match into a barrel of paper and a hundred homes were destroyed.

A boy smoked so many cigarettes that he ruined his health and became a consumptive.

These examples show very clearly how things we do live after us and affect the world and the people in the world about us. There is no act of ours but has some consequence, either to others or to ourselves.

The evil deed done in a thoughtless moment comes back a dozen years later to rob us of some reward, or

The good deed, long forgotten, comes back also a dozen years later, like a white-winged angel, bearing us some gift from God.

How careful we should be, therefore, of the things we do, the things we say, and the things we think about.

There is a great law in the world that brings good out of good and bad out of bad. Let no person think that he can do an evil deed and escape punishment. Policemen may pass him by; his parents may never know; people about may never suspect, but somewhere in the eternal justice of God awaits his punishment.

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Great Rummage Sale

IF YOU saw the following advertisement what would you think:—

Notice to the public: We have tried for a month to sell these articles. We are now ready to give them away.

Item 1.—One perfectly good automobile; powerful in every way, good tires, good top, splendid repair. It has no steering wheel and no place to put a steering wheel. Anyone who is willing to take the chance may drive this car away.

Item 2.—A beautiful big collie dog. Very gentle, very powerful, with kind eyes and a tail that wags all the time. This dog has only one fault. He cannot be trained to stay at home. He follows every scent he comes across, and will not obey his master's call. Anyone who wants an absent dog may have this one.

Item 3.—A beautiful parrot from South America. Brilliant feathers and beautiful head. Healthy in every way, but talks all the time, day and night. Anyone who can stand the chatter may have the bird.

Item 4.—Handsome alarm clock of fine workmanship. Keeps perfect time, but the bell never stops sounding. Anyone who can stand the bell may have the clock.

Item 5.—An electric lamp; perfect in every way except that it cannot be turned off. Anyone who is willing to pay the bill is welcome to this good-looking lamp.

Item 6—A grand twenty-four jeweled watch, with gold case and open front, very delicately built, but something wrong with the escapement, for when wound up the hands go round and round without stopping. To be given away for the price of the gold in the case.

Item 7.—A powerful engine with sound boiler and perfect parts. The governor is missing and cannot be replaced. Anyone who can run this engine without a governor is welcome to it.

Item 8.—A new yacht. Well built in every way but has no rudder. Anyone who can steer without a rudder may have the boat.

Many other good-looking articles also on hand; nothing wrong with any of them

except the parts that keep them in control. Come at once and get yourself into trouble.

The Lack of Self-Control Rummage Shop,
23 Lazy Street.

Anchors of Earth

THE Prince of the Strong Heart looked upon the wreck of his beautiful bridge with sorrowful eyes. "Alas!" he cried, "three times have I built it up, stone by stone, and three times has my enemy, the world, shattered it to bits. However, because I wish to lead my people to the new country where milk is plentiful and honey to be found in every hollow tree I shall build up my bridge again." So saying the Prince of the Strong Heart fell to work once more. "The first time," he reminded himself, "I failed because I did not lay the foundations deeply enough. The flood descended and washed all my work away. The second time I failed because I did not use materials that would stand the weather. The frost came and chipped away the pillars and destroyed the whole. The third time I failed because of lack of knowledge, for I made the beams too weak to support the vast weight I laid upon it. With experience I have grown wiser. I have laid my foundations on the very rock of all true things. I have used the right materials and I have gained the priceless knowledge concerning the way one thing in life depends upon another. This time I shall not fail." As the Prince spoke he labored and at the end of a year saw his bridge nearly done. It was a beautiful structure that spanned the flood with a graceful arch and seemed strong enough to bear the weight of the world upon it. Long strands of cable woven of a million wires of human endeavor hung across the great piers and sagged over the roaring flood bearing beneath them the sturdy roadbed of the bridge itself. These great cables were the pride of the Prince's soul. "Behold," he cried as he looked at them, "the thoughts and deeds of a million men are woven into their making; the gold of their thinking and the silver of their high purposes and the steel of their wills and the iron of their strong determination. No matter what the burden that passes on this bridge the mighty cables will support it safely for all years to come." And as the Prince spoke he followed with his eye the great cables to the bridge's end, and saw them rise over the massive piers of human experience and bury themselves in the earth beyond. "They are anchored," said he, "to the very earth itself. They are clamped to the solid rock of life with the great cement of human brotherhood." The prince gave the signal and the load of the world's progress began to roar across the bridge. The structure trembled, the great piers felt the pressure of the huge cables; the cables themselves stiffened and stretched, but held fast. The traffic of the world reached the middle of the bridge. Flags were flying, and people shouting their approval. Suddenly, with a dull roar, the bridge sagged. "The cables are breaking," screamed the mob, but not a cable sagged. "The piers are sinking," yelled the mob again, but the granite piers stood as before. "Woe is me," cried the prince. "The solid rock to which the cables are anchored is being torn from the foundations of the earth." As the prince cried out the cables burst away from their anchorage in the rock; the piers tumbled under the strain, and the bridge roared with the terrible cry of a doomed people into the boiling flood below. At that instant the prince bowed his head in sorrow, and a voice spoke to him coming up through his soul like approaching thunder: "There is no anchorage in the earth for the mighty span of the bridge you build. Because you have trusted in the muscles of men and the sinews of iron and steel and the strength of rocks you have brought only misery and failure to the kingdom of the soul. Build again, O Prince of the Strong Heart, but set your anchors in the living God and cement them with the everlasting mightiness of faith."

The Wayside Shrine

THERE was once a pleasant spirit into whose hands was given the task of fashioning a lovely flower.

"The world," said the Master, "is at your service. You will find in the warm sun and the blue sky and the fertile earth all that you shall need to fashion the thing you have in mind. If your work be that of a craftsman and show forth beauty in every line I shall cause it to grow and blossom, delighting the eyes of angels and of men."

For long years the spirit labored in the laboratory of its soul. With loving care it thought out each detail of the plant's design. There were silver roots to hold it in place and search out the magic waters of the earth; there were stems through which the magic waters drew themselves up towards the light; there were lovely green leaves that spread glad hands out to the warm rays of the sun; there were golden blossoms rising like little spires inside of which mysterious powers toiled in the making of the seeds. And when the spirit saw his flower completed and blossoming in his soul he carried it before the Master and held it up to Him with trembling hands. The Master smiled. "The flower reflects your own beauty," He said gently, "as the spirit dreams,

so does it toil. Cast it not in the gardens of men; cast it not where only the few shall see it, but plant it deep and well in the waste places of the earth; among the weeds and briers; beside the hard traveled road where the dust of common feet shall fall on it, and let it blossom forth just at the edge of frost in the last hours of the golden summertime; and behold its spires, each roofed with tiny shingles of flower gold; let them point ever upward, shrines of the wandering souls, temples of delight for those wearied on the way, hallowed and blest places where I shall meet the soul questing for a glimpse of eternal truths."

And so, each year when the summer's work is done, and the harvest stands ready for the reaping, in wild places, among the weeds and along the paths beaten smooth by uncounted feet, the goldenrod lifts up its slender spires.

Worth-While Things

THERE was once a young prince whose father started him on a long journey. As the two stood at the castle gate the father placed his hand on the son's shoulder and said: "Bring back from your journey one worth-while thing. Remember, however, that it must not be pleasure, nor gold, nor worldly renown, for none of these things will avail you anything after you have come back to me."

So the prince started forth and traveled many long weeks through strange countries until, at last, he came to a hut beside the way. In the far corner of this hut swung an iron lantern from which glowed a golden light.

As the night was coming on and the way full of pitfalls and rocks that he stumbled over, the prince tried to enter the hut to take down for himself the lantern with the golden glow. But as he stepped over the threshold of the door a strong wind blew into his face, carrying with it dust and sand, and so blinding him that he covered his eyes with his hands and backed away. No sooner had he done so then the wind ceased and the golden glow in the lantern shone brighter than before.

Again the prince tried to enter the hut and again the wind blew; and again he was compelled to retreat. By now the prince was so much interested that he made a solemn vow never to leave the hut until he held the lantern in his hand. Days passed, and weeks melted into months and months into years, but the prince never wavered in his determination to gain the lantern with the golden glow. At each attempt he found he could get a little further into the hut; that the wind blew a little less fiercely, and that his own muscles had gained some strength.

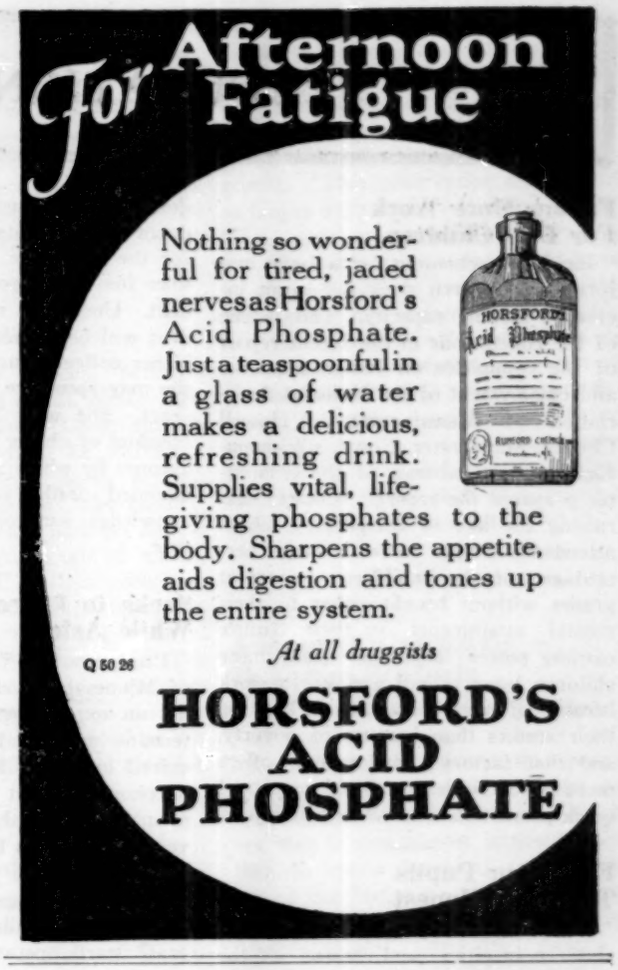
At last the happy day came when he was able to reach up and unhook the lantern and swing it at his side.

Now this lantern was the home of a helpful spirit, and no sooner was the prince outside the hut than this spirit ran along the road ahead, spreading a circle of light about his feet, showing up all the obstacles, pointing out the pitfalls and making the way very easy to travel over.

In due time the prince came back to his own castle. "What have you brought?" asked the father. "You have been gone a long time."

"I have brought nothing but this lantern," said the prince, "though I toiled years to get it." At that the king smiled, and said: "Well done, thy lantern contains the spirit of wisdom, which from the earliest time has served to guide the feet of men in the true way. Blessed is he who has it to spread light before him as he goes. Blessed also are they who walk in the footprints of such a man."

Now, girls and boys, the lantern in which lives the spirit of wisdom is not easy to reach. Ignorance, envy, pleasure, laziness, carelessness and foolishness, like great winds filled with blinding dust, blow into the eyes of all who would take it down. However, once gained through hard work and perseverance the spirit that dwells in it becomes a faithful guide through all the perplexing things of life.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EDUCATION IN ACTION

Favors More Work For Dull Children

Increased schooling for a large majority of children does not mean increased earning capacity. This is one of the conclusions in the recent report of the committee on junior education and employment of the National Association of Manufacturers. Howell Cheney, Manchester, Conn., silk manufacturer, as chairman of the committee prepared the report. It states that raising the age of compulsory school attendance simply forces a large percentage of the children to repeat grades without benefit either to their mental attainments or their future earning power; also that many more children leave school and go to work because of mental inability to keep up their studies than because of poverty, and that factory employment offers more opportunities for high wages and quick promotion than white-collar jobs.

Find Poor Pupils The More Honest

Studies of honesty among school children in cities and towns of the East indicate that children of wealth are more prone to steal money, that girls more often cheat in the classroom and boys in games, and that honesty is in direct proportion to intelligence. The tests were made by psychologists engaged in a "character education inquiry" at Columbia University. Ingenious tests were devised to measure such abstract quantities as stealing, lying and cheating tendencies. Children were asked to solve a puzzle which involved the use of sixty-nine cents in various coins. The object was to see how many would take the money. Among 250 orphans of New York's East Side only ten dimes disappeared. When the same test was given to children of the rich in an exclusive school it was found 18 per cent. took money, while in one case the coins disappeared, box and all, and in another a pupil hid a 25-cent piece, asserted it was an error and asked for a second, which also disappeared subsequently.

Smith to Adopt Freer Curriculum

A new curriculum giving the student much greater freedom of choice in her freshman and sophomore years will go into effect at Smith College next fall, President William Allen Neilson has announced. The purpose of the change is to make the course of study flexible enough to be adapted to the needs and desires of the individual and to lay down requirements designed primarily for the assistance of the good, rather than for the support of the poor student. Under the new system, the student will be permitted to begin earlier in her college course subjects in which she may specialize during the last two years. She will also have greater freedom of choice as to the individual avenues by which she is to become acquainted with various divisions of knowledge, such as science and literature.

Seeks to Learn While Asleep

Professor W. T. Heron, University of Minnesota psychologist, is conducting an experiment on himself to determine whether learning can be acquired in sleep. He has rigged up a telephone with an electricially driven phonograph so that sounds are conveyed to his ears by head phones. The contrivance is so arranged that when he releases his grip on an automatic switch, as he falls asleep, the phonograph starts operating softly. "Whenever I awaken, the renewal of the grip on the switch will immediately stop the machine," he said. "In this way I can be sure that I will not hear the material in the waking state."

Says College Men Will Run Hotels

Predicting that the day is not far distant when all the big hotels of the country will be under the management of college-trained men, Emile F. Coulon, president of the Massachusetts Hotel Association, pointed out that 140 will be graduated from Cornell next June from a special four-years' course in hotel management.

Offer Annuity Bond As Form of Endowment

With the largest student enrollment of any educational institution of higher learning in New England, and one of the largest in the country, but with a smaller endowment per student than any other New England educational institution, Boston University has inaugurated the use of a new and unusual annuity bond in its search for funds, President Daniel L. Marsh has announced. "The trustees offer bonds the unique feature of which is that they pay interest on a basis equal to ten per cent. of the age of the annuitant when the bond is issued," said President Marsh. "The new plan is to interest persons wishing to aid the university, who at the same time feel they must have an income from their funds. At the death of the annuitant the principal becomes the absolute property of the university." According to the plan, if a bond is made when the annuitant is fifty years old, the rate of interest is five per cent.; if the age is sixty, the interest will be at the rate of six per cent. A minimum of four per cent. and a maximum of eight per cent. will be paid on the bonds.

Pennsylvania College Photographs Students

New students are now being photographed upon registration at Pennsylvania State College, just as travelers are photographed for their passports. Five prints are made. One of these is attached for identification to the student's record in the office of the registrar; others are for use of the college physician, the dean and the head of the department in which the student is enrolled.

Two Schools Tied In Algebra Test

Each with a score of 32 out of a possible 33 points, the Freeport and Scarboro High Schools in Maine tied for first place in Maine's algebra speed test. Each school solved an average of 32 problems in addition, generously sprinkled with plus and minus signs, within a period of one minute. Freeport freshmen, for the contest was confined to first-year pupils, have challenged Scarboro High to a play-off—or a figure-off—with factoring and equations as the obstacles to contend with.

London Parents Dubious of Doctors

Parents of London children attending council schools have a rooted objection to their children being examined by doctors. Fifty per cent. of parents refuse advice. Extracts from some of the letters written in protest follow: "I desire my daughter's teeth to remain as they are. The same power that placed them there will make due change when necessary." "Teeth will drop out and the second teeth will never come if the first are removed." "Father has had toothache all his life, so the child will have to put up with it." "Squint is God-given. It is wrong to tamper with it." "Father has squinted all his life and sees quite well without glasses." "Dad has been living all his life with only one eye."

Start Radio Farming Course

The Radio Service of the Department of Agriculture recently stated that the use of radio to conduct educational courses for farmers on farm subjects has proved to be a success. The United States Farm School, run by the department, is broadcasting through ninety stations in farm districts, a series of seven-minute lectures dealing with all phases of live stock, poultry and dairy management. Material is handled in monologue style, and is supplied by specialists in the departments for preparation by radio writers in the Radio Service. The farm is the students' laboratory. Each farmer, regularly enrolled, is a student in this radio classroom. Enrolled students will be furnished printed copies of radio talks, files of bulletins, and, at the end of the course, a certificate of work done. The course will continue until May, 1927.

—

Professor Endorses Split Infinitive

According to George Oliver Curme, professor of Germanic philology of Northwestern University, the split infinitive, in certain uses, is not only correct, but it is virtually necessary. "I heartily endorse the split infinitive," said Dr. Curme. "For about five centuries the split infinitive has been used by the best writers to express the meaning they wish to convey to their readers. It is, after all, the most accurate way of expressing one's self. While I oppose a reckless use of the split infinitive, I maintain that to make known one's thoughts in language requires its use frequently."

—

School Boy Pilots Airplane

When Lawrence Keens, fourteen years old, appeared in his junior high school in Des Moines, Iowa, after a day's absence recently, he carried a note from his mother saying he had been away on "business." The teacher, curious to know what business kept a fourteen-year-old youth out of school, found that Lawrence had piloted an airplane to Omaha and back during the day, making the 400-mile trip alone to deliver a message for a local man. The youngster began learning to manipulate a plane less than six months ago. Iowa's youngest aviator expects to pay his way through college as an air pilot.

—

Finds Average American Has Tenth-Grade Education

Owing to the increase in the period of school attendance the average American now has a tenth-grade education, according to a preliminary report of the Committee of History Teaching in the Schools of the American Historical Association. "It was long a commonplace to speak of our citizens as equipped with an average education of the sixth grade," said the report. "That observation was voiced as late as 1919 at the end of the World War. Any attempt to state the average school education today would have to place the figure somewhere in the tenth grade, and it seems quite possible that the next generation will have an average school education equivalent to the twelfth grade." The report declared that the social maturity of school children now is far in advance of their physical and mental development, owing to the shift of population from rural to urban centres.

—

Americans Unfriendly To Indian Students

Sir Rabindranath Tagore, Bengal poet and philosopher, recently told interviewers in Bucharest that people in the United States were so unfriendly to Indian students and teachers that it was almost impossible for them to live in America. In the opinion of the Indian poet Walt Whitman was the greatest American poet. Tagore thinks latter-day American literature too varied and complex.

Character—

the Goal of True Education

John Ruskin once said "Education means teaching children to be clean, active, honest and useful." His judgment is supported by modern educators in the most practical way, as indicated by the steps taken recently to introduce character training in the public schools.

My BOOKHOUSE, the pioneer in the field of character building, is now used successfully in hundreds of schools. As one principal writes: "It has proven itself invaluable.—Our school library is not complete without My BOOKHOUSE." Another writes: "The index alone is worth the price, especially the one under ethical theme."

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TREND OF THE TIMES

Motor Outclasses Man in Day's Labor

"Power has always been in America a cheap substitute for labor," Professor J. B. Davidson of Iowa State College said recently in discussing electricity on the farm. "As a motor, man is hopelessly outclassed. A good husky man is able to develop about one-tenth of a horsepower. With horsepower at ten cents per hour, his value as a motor is one cent an hour. There is a very definite relationship between the value of crops produced per agricultural worker in the various states and some of the foreign countries and the amount of power used. If there is a more significant relationship in American agriculture, I do not know of it."

Police Establish Pedestrian Right

A legal right-of-way for pedestrians in New York City at unguarded street corners and crossings went into effect January 1, the police announce. The regulation definitely establishes the rights of pedestrians and the operators of vehicles at crossings. The ruling reads: "Pedestrians, where no traffic officer is present and no traffic control system is in operation, have the right-of-way on crossing, and vehicles must slow down or stop if necessary to permit pedestrians on crossings to pass."

German Street Cars Carry Mail Boxes

An innovation in the German postal system in Berlin is the letterbox on street cars. Boxes similar to those at the street corners are attached to the rear platforms of trolley cars on lines which pass the main postoffice or important branches. Persons desiring to mail a letter wait until the car comes along, step up behind it and drop the missive in the box. As the cars pass the postoffice or branch the boxes are opened and emptied.

Italy Latest Country To Put Tax on Bachelors

Italy, by a decree from Mussolini, is the latest country to impose a tax upon bachelors. The receipts are intended to meet the budget needs for the support of indigent women and children. Pangalos in Greece decreed an impost on celibates to increase industry and discourage extravagance. Ireland and Bulgaria lately passed similar measures to offset migration and replenish the race. Saxony charges travelers twenty-five per cent. extra if they are unmarried. Esthonia's re-established nation submitted to a head tax on bachelors to lessen the burden on the family man. France, despite fiscal and racial deficits, has been unable to get the Chamber of Deputies to restrict the incomes of celibates to $20,000 a year. Britain's Labor Government was dissuaded from taxing bachelorship by a chancellor of the exchequer, himself unattached. In the United States several commonwealths have vainly sought to penalize bachelors. Where divorce is difficult, the tax on singleness meets less resistance, it was declared.

Telephone Directory Is Book Most Used

No book published in the world is consulted oftener than the telephone directory, nor does any other publication approach it in the number of copies printed each year. A total of some 1,800 different directories is published on an average of twice a year, involving a total of more than 25,000,000 separate copies, weighing over 60,000,000 pounds. The cost of the paper alone is $2,440,000. One way of visualizing this great amount of paper is by showing that it would take approximately 1,000 freight cars of thirty tons capacity each to carry it from the mill to the printer, and to distribute the directories to subscribers requires the service of 6,000 five-ton truck loads. The total cost for printing the directories in 1925 was nearly $11,000,000.

"Immortals" of France Ban Cemetery Eulogies

The present group of French "Immortals" recently broke a century-old tradition of eulogies and panegyrics at the burial of distinguished men. Hereafter all good things said about French "immortals" must be uttered while they are still in mortal form and not over their graves. Academy circles have long discussed the subject of speeches in damp cemeteries and their effect on the health of men of advanced age. This action was brought about as a protection to their own health at such rites.

Would Amend Constitution To Limit Hours of Labor

A resolution for an amendment to the national constitution to provide that the maximum working week for women and children shall be forty-eight hours has been prepared by Mrs. Edith N. Rogers, of Massachusetts, New England's only woman member of Congress. She anticipates, she declared, that the resolution will be bitterly fought, but the discussion, at least, she added, will show that one reason why the South has been making considerable progress in cotton manufacturing, is that its women and children workers must labor longer hours than in New England.

Latin Monetary Union Doomed by Belgium

Belgium has notified the other members of the Latin Monetary Union that after January 1 it will no longer participate in that body. Dissolution of the Union now appears probable, according to the Swiss Federal Council. The union was formed December 23, 1865, among France, Belgium, Switzerland and Italy for the uniform regulation of coinage. The alliance was the result of the decrease in the value of gold as compared to silver following the discovery of gold in Australia and California. It was agreed to make coins under uniform rules and to accept such coins in any amount. However, the withdrawal of Belgium is expected to terminate the uniform regulation of coinage agreement of 1865.

Great Increase In Farmer Efficiency

The American farmer has increased his efficiency to a marked degree in the last five years of agricultural depression, recently declared Dr. O. E. Baker, of the bureau of agricultural economics, United States Department of Agriculture. In speaking of the figures compiled from the agricultural census of 1925, Dr. Baker said that two things stand out in very striking way: Increased production—per acre, per animal, and per man on the farm—and the prospect of higher prices for animal feeds. In order to maintain his position the New England farmer must keep on increasing his output per acre and per working hour, he said. One of the most significant trends in New England agriculture, according to Dr. Baker, is the tendency for city laborers to buy small farms in the suburbs, on which they grow much of the food needed for their families. This movement is being watched with interest by sociologists and economists, he asserted.

The BOOK TABLE

NEW CIVIC BIOLOGY. Presented in Problems. By George William Hunter, Ph.D., Knox College, Galesburg, Illinois. Cloth. Illustrated. 448 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

A thorough knowledge of biology is as "fundamental" to health, comfort and a joyful life as arithmetic is in business and spelling and grammar in correspondence. There may be monotones in music which make musical melody difficult of attainment, but there can be nothing monotonous in the study of biology.

There is no child in school who will not need to know and use biology as long as he lives. No one can make a fad or a frill of biology, and Hunter's "Civic Biology" is as vital in school as fresh air is in one's sleeping apartment and pure water for the family table.

Biology is as varied in its appeal to human interests as a varied diet is to good manners socially. No class of people is socially agreeable that lives chiefly on one variety of food, and no people are Americanized until they genuinely appreciate a varied diet. Biology is a varied educational diet. Monotony is impossible in any study of biology, especially as it is presented in the "Civic Biology" of Dr. Hunter. There is not an hour in a child's school life that he does not have to think in biological terms, and there is not a biological problem such as those presented in "Civic Biology" that is not financially, civically, socially or industrically vital in every life.

Dr. Hunter has prepared this text with such skill and attractiveness that the dullest child will enjoy it and the most ardent students will revel in its revelations.

MUSIC STORIES FOR GIRLS AND BOYS. By Donzella Cross. Cloth. 156 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Rarely is it possible for one in this age to think of anything wholly new by way of schoolbook making, but Donzella Cross, ever brilliantly resourceful, has achieved something as desirable as it is original and has made a schoolbook with fascinating "Music Stories for Girls and Boys," stories of Legends, by Wagner, Silcher, Liszt, Schubert, Chopin and Chaussen, Greek Myths by Nevin, Gluck, and Saint Saens; Fairy Tales by Humperdinck, Tschaikowsky and Weber; Humorous Stories by Gounod, Carpenter, Dukas, Gilbert and Sullivan; Superstitions by Hales and Chopin; Stories of Adventure by Grieg, Franck and Thomas; Indian Stories of Chippewas, Omahas and Navahos, and Tales of Military Heroes by Rossini and Schumann.

These stories in which great musicians are interested are told in such a way that children are as keenly interested as in Fairy Tales.

Donzella Cross tells each of these thirty stories with the height of literary finish, rivaling the masters in writing for children, placing herself in this book with those who make the music of the masters fascinating to children, and placing herself among the writers who charm children with school books.

HELP YOURSELF LESSONS. A Series of Picture Primers for Grown-ups and Their Children Who Cannot Read or Write Our Language Easily. By Winthrop Talbot. Book One. Letters and Words. 97 half-tone pictures and 108 line cuts. Book Two. Letters, Words and Sentences. 111 half-tone pictures and 217 line cuts. Published by American Language Press, Jamaica, Long Island, N. Y.

John Dewey says Winthrop Talbot's "Help Yourself Lessons" come much nearer solving the difficult problem of helping adults to learn to read than any other method he has seen. William McAndrew says it is the most intelligent and complete proposition for handling this problem he has seen. Frank M. McMurry says that these books are in accord with the best modern thought on education, and apply that theory with a very remarkable degree of success.

Winthrop Talbot is devoting himself to the problem of reducing illiteracy with infinite patience and professional skill and these books are the first fruits of his noble service. In every respect the books are adapted to successful use.

SMEDLEY AND OLSEN SERIES. The New Primer. By Eva A. Smedley and Martha C. Olsen, both of the Evanston, Illinois, public school system. Illustrated by Matilda Breuer. Chicago: Hall and McCreary Company.

Miss Smedley, teacher of Literature and Dramatics, and Miss Olsen, supervisor of kindergarten and primary schools, have had much to do with making the Evanston schools widely known. They have always had a vein of originality in all of their work, and this is especially characteristic of "The New Primer." But in their originality there is nothing freaky. They always make reading a thinking process rather than a mere mastery of the mechanics of reading. The material in this "New Primer" is fresh and interesting to children. There is nothing which the children have seen in any other Primer. There are sixteen varieties of lessons appealing to as many varieties of interests of children.

In its organization there is unity and continuity, features that will facilitate the development of power to get the thought from the text and to lead the children to think independently. Every selection is of such interest to beginners that attention can be secured and held without difficulty.

Recognizing the importance of the formation of good reading habits, the type, the phrasing and the length of line are such as will facilitate the early establishment of the habits of correct phrasing and good eye movement.

Every feature of the book meets the latest philosophy of approach to later reading achievements.

TRAIL-MAKERS OF THE MIDDLE BORDER. By Hamlin Garland. Cloth. Illustrated. New York: The Macmillan Company.

Hamlin Garland has made a notable record as a "Trail Maker" in historical literature. He began his literary career as a writer and lecturer in biographical literature. He early developed rare artistic skill in making personalities fascinating. His account of his own boyhood life in Iowa in "A Son of the Middle Border" was equal to anything that has been written of pioneer days beyond the Mississippi, and no one has yet demonstrated rivalry in that field.

In this new book, "Trail-Makers of the Middle Border," he tells the story of a pioneer family of the best type of the generation preceding his own. It is a typically American story—a story of hardship, clean living, and a tremendous expenditure of physical energy in the task of conquering the frontier. The hero of the tale, as a boy of twenty, comes from the East with his father and mother by way of the Great Lakes, and we go with him through his experiences in the logging camps of Wisconsin, and as a pilot on the Wisconsin River in the early fifties. The adventure of his courtship and marriage and his special service as a pathfinder for the Union Army before Vicksburg bring the story up to 1864. Among the many fine points of the book is its very real and human picture of General Grant.

LAZARILLO OF TORMES. His Life, Fortunes, Misadventures. Translated by Mariano J. Lorente. Boards. 143 pages. Boston: John W. Luce and Company.

Few English-speaking people realize how important has been the contribution of Spain to the development of the novel. One must read "The Novel of Roguery," by Dean Chandler of the University of Cincinnati, to appreciate the full force of the Spanish influence upon the novelesque literature of France, Germany, and especially England. It is therefore a real contribution that Mr. Lorente makes in the publication of this accurate new translation of the famous "Lazarillo de Tormes," the first and one of the best of the Spanish rogue novels, which first saw the light in 1554 and still preserves its power to interest and charm. The success of the novel both in Spain and abroad was stupendous, and it counts among its followers not only a long line of Spanish rogue novels (of which the "Guzmán de Alfarache" of Mateo Alemán likewise had an enormous vogue abroad) but also such international favorites as the popular "Gil Blas" of Alain Rene Lesage. In English the first imitation of the "Lazarillo" was "Jack Wilton; or the Unfortunate Traveller," by Thomas (not William, as Mr. Lorente tells us on p. 27) Nash, published in 1594, while among its followers are many of the novels of Defoe ("Jack Singleton," "Moll Flanders," etc.), Fielding ("Tom Jones," "Joseph Andrews"), and Smollett ("Peregrine Pickle," "Humphrey Clinker," "Roderick Random"), and in later days our own Mark Twain's "Huckleberry Finn." Translator and publisher deserve our thanks for this thoroughly worthwhile contribution not only to literary history and belles-lettres, but to the entertainment of the reading public.

CERVANTES: THE ADVENTURE OF THE WOODEN HORSE AND SANCHO PANZA'S GOVERNORSHIP. Edited, with introduction, life of Cervantes, and notes, by Clovis Bévenot, professor of Romance Languages, Mason College, Birmingham. Cloth. xxiv+125 pages. New York: Oxford University Press, American Branch.

This is a well-edited volume of selections from the famous "Don Quixote" of Miguel de Cervantes Saavedra. Professor Bévenot has chosen two of the most interesting and best-written episodes of the second part of the great masterpiece, calculated to hold the attention of the student of Spanish and at the same time to introduce him to the language of Cervantes. The editor has provided notes in explanation of difficulties of the text and has prefixed a good introduction on the life of Cervantes, the character of Sancho Panza, and the setting for the adventures related in the text. The book should be useful in high school classes in Spanish during the third or fourth year, both because it gives a taste of the the greatest work of one of the most important literatures in the world and because it paves the way for later reading of the entire novel.

THE INVESTIGATION OF BUSINESS PROBLEMS: TECHNIQUE AND PROCEDURE. By J. Eigelberner, Consulting Industrial Engineer. Flexible binding. Chicago: A. W. Shaw Company.

Analyze the characteristics of the man in your office who is well above his associates and the dominating factor in his success is the faculty of quickly arriving at an effective solution of his every-day problems. This characteristic is the result of knowing how to think.

Thinking is an artificial process. The capacity to understand is not an instinctive trait of the human race. The ability to put one's thoughts in a rational series, to survey a problem in all its bearings, to approach it objectively, to weigh all the evidence and form a logical conclusion—the ability to do all these things is acquired. It is an achievement that means constant study and training.

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Ill-mated Pair

Mistress—"So your matrimonial life was very unhappy? What was the trouble? December wedded to May?

Chloe Johnson—"Lan' sakes, no ma'am, it wuz Labor Day married to de day o' rest."

—From Capper's Weekly.

Plans Spoiled

Fred and Eleanore had been promised a party on George Washington's Birthday. Fred, who was six, listened attentively to his teacher's discussion of the life of this great national hero.

On his return from school that afternoon, several days before the party, he said: "Mother, is George Washington dead now?"

At his mother's affirmative reply, he cried out in a disappointed tone of voice: "Oh, shucks, then we can't have the party, can we?"—Chicago Tribune.

Imagined Homicide

"China," said the schoolmaster, "is a vast country, with a very large population. It may give you some idea of the size of this population if I tell you that every time you draw a breath a Chinaman dies."

Two minutes later the master noticed a small boy very red in the face and gasping as though he had been running.

"What are you doing?" he asked.

"Killing Chinamen," answered the boy.—Tit-Bits.

University Life

A man went to a university town to visit his son, a first-year student. He called at the young fellow's boarding-house and said to the landlady:—

"You have a Mr. Smith, a student, stopping here, I believe?"

"Student?" said the landlady. "Is young Smith a student? My goodness, I always understood he was a night watchman."—Detroit Free Press.

Youthful Wisdom

Mother has been away visiting for the last week. Last night, as I was putting sonny to bed, he manfully choked back a sob.

"What's the matter, old man?" I asked him.

"Oh, nuffin' much, daddy," returned the little fellow, "only it's kinda wonesome bein' bachelors, isn't it!"—Chicago Tribune.

Down With a Bang

An Irishman was strolling the deck of one of the large ocean liners anchored in New York Harbor when the sun-down gun from a near-by fort boomed.

"Faith, an' what's that?" he asked.

"The 'sun-down,'" replied a fellow passenger.

"Many times," said the Irishman, "have Oi seen the sun go down in the ould country, but niver have Oi heard it make a noise like that."

Golden Opportunity

Stranger—"I represent a society for the suppression of profanity. I want to take profanity entirely out of your life—"

Jones—"Hey, mother! Here's a man wants to buy our car."

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The Ruler says Loyalty.
The Sage says Wisdom.
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The Banker says Thrift.
The Dreamer says Vision.
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To determine the time actually required by high school students for preparation of their lessons outside the recitation period, a questionnaire was sent to students by the commissioner of secondary schools of California. Replies were received from 95,000 students. Of these, 4.2 per cent. frankly admitted spending no outside time in preparation; 9.6 per cent. reported spending from 1 to 15 minutes for a single recitation; 31.6 per cent., 16 to 30 minutes; 44.5 per cent.; 31 to 60 minutes; and 10.1 per cent. claimed to devote an hour to outside study for each recitation. From these replies the inference was deduced that an average of from 45 to 60 minutes would be required for thorough preparation of a high school recitation.—School and Society.

Suggestions for Effective Study

BY F. C. TOUTON,
Professor of Education, University of Southern California

1. Plan your study schedule and hold to your schedule.
2. Record each day in a notebook the assignment as it is made by your teacher.
3. Be certain that you understand your assignment—what is to be done and just how to do it.
4. Do a part of each assignment shortly after it is made by your teacher.

5. In beginning to work out an assignment, relate what is required with what you already know.
6. Do not delay—get started on the work which you should do now.
7. Plan each piece of work (paragraph, solution, etc.), then work according to your plan.
8. Check your work—see that the results of your study or the solution of your problem meet the required conditions.
9. Relate the results obtained from each day's study with the results expected by the teacher as seen in the lesson assignment with the teacher's evident purpose.
10. Do perfectly each day all of the work assigned.
11. Work neatly written or well arranged receives commendation of others.
12. Note your progress from day to day. Do not be satisfied unless improvement is evident.
13. Workers are selected for promotion who know or do more than their job requires.
14. Too severe physical exercise makes one tired and sleepy. Do your mental work before hard physical work if possible.
15. Be prepared. "To put oneself in a position where one needs more than the mere elements of knowledge is itself a mark of superiority."
16. Form a time and place habit for study of a subject. Do not study after a hearty meal.—Los Angeles School Journal.

Meetings To Be Held

JANUARY

17-23, 1927: National Thrift Week.

FEBRUARY

19: National Council of Teachers of Mathematics, Dallas, Texas. Marie Gugle, Columbus, Ohio, President.

27-March 3: National Society of College Teachers of Education, Dallas, Texas.

27-March 3: Fifty-seventh annual meeting of the Department of Superintendence of the N. E. A., Dallas, Texas.

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

JULY

3-7: N. E. A. Convention, Seattle, Washington.

AUGUST

7-12: World Federation of Education Associations, Toronto, Canada.

Summer, 1927: National Congress of Parent-Teachers Association, Oakland, California.

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